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ABSTRACT

A questionnaire was administered to samples of staff from 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

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ELEMENTARY SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION--

SECOND SURVEY, MAY 1978

Research and Evaluation Department
General Evaluation Unit
Detroit Public Schools

January 1979

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ELEMENTARY SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION--
SECOND SURVEY, MAY 1978

Highlights of Report

1. When asked "Over the long run, how effective do you think desegregation will be in improving the quality of education in Detroit schools?", 79 percent of all elementary school staff responded "Quite ineffective" or "Very ineffective." In the 1977 survey 75 percent responded similarly. (Question 7)

2. When asked how students were achieving academically compared to the previous year, 28 percent of all staff said "Better," 56 percent-- "Same," and 16 percent-- "Worse." In the 1977 survey a slightly higher percentage said "Worse." (Question 10)

3. Racial relations among students were rated "Good" or "Excellent" by 58 percent of all staff, "Fair" by 38 percent, and "Poor" or "Very Poor" by only 5 percent. In the 1977 survey results were similar. (Question 14)

4. When asked to compare present student racial relations with those of the previous year, 31 percent of all staff said "Better," 64 percent-- "Same," and 5 percent-- "Worse." (Question 11)

5. When asked how they felt about the ability of teachers to work with students of all races, 91 percent of all staff replied "Quite..." or "Very satisfied," up 2 percent from the 1977 survey. (Question 19)

6. In reply to "Are teachers of different races learning to work well together?", 79 percent of all staff said "Yes," up 9 percent from the 1977 survey. (Question 30)

7. When asked how they felt about staff morale at their school, 69 percent of all staff responded "Quite..." or "Very satisfied," no change from 1977 survey results. (Question 20)

8. About half (51 percent) of all staff indicated satisfaction with the adequacy of counseling and guidance services at their schools, while 49 percent responded "Quite..." or "Very dissatisfied." This question was not asked in the 1977 survey. (Question 23)

9. Black staff were somewhat more likely than white staff to judge that desegregation will improve the quality of education and that student achievement, racial relations, and behavior had improved over the previous year.

Research and Evaluation Department
March 1979

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design provided for a continuing study of the impact of desegregation on attitudes of students, staff and parents, and on pupil achievements.

The evaluation of attitudes was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total or 72 schools. Results of the questionnaire studies were reported in a series of seven reports issued in the first four months of 1978 under the following titles:

Grade 7 Student Questionnaire Study--Major Findings
Grade 10 Student Questionnaire Study--Major Findings
Elementary School Staff Questionnaire Study--Major Findings
Middle School Staff Questionnaire Study--Major Findings
High School Staff Questionnaire Study--Major Findings
Elementary School Parent Questionnaire Study--Major Findings
Middle School Parent Questionnaire Study--Major Findings

Results of a first study of pupil achievements are described in a report, issued in June 1978, entitled "Reading Achievements of Desegregated School Pupils Who Attended Segregated Schools Before Pupil Reassignments."

The questionnaire survey of student, staff and parent attitudes was repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the initial survey.

The sample schools for the second (May 1978) attitude survey were selected, (as in the initial survey) in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Nearly all of the schools selected for participation in the second survey also participated in the initial survey. Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 and as of September 30, 1977. For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 percent to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g.,

"White-Deseg," "White-Black," "Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the number of sample schools by type and school level.

TABLE I

Distribution of Schools Selected for Participation in the Second Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

This report on findings of the second survey of elementary school staff attitudes is the third of a series of seven reports on results of the student, staff and parent questionnaires administered in May 1978. The first two reports, issued in February 1979, were entitled "Grade 10 Student Attitudes Toward Desegregation -- Second Survey, May 1978," and "Grade 7 Student Attitudes Toward Desegregation -- Second Survey, May 1978."

The Second Survey of Elementary School Staff Attitudes

Description of the Study

The staff questionnaire was developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including desegregation and busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. The questionnaire used for the second survey (May 1978) included most of the items in the one used for the first (May 1977) survey, and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. Staff at the Black-Black schools with more than 80 percent black enrollment were directed not to answer these questions.

The questionnaire was administered in late May 1978 to samples of staff in all 38 elementary schools in the desegregation evaluation sample, as well as to samples of staff in all of the sample middle and high schools. The staff sample for each elementary school included the principal and randomly selected professionals from the latest available class report. The total elementary school staff sample provided representation of teachers in all curriculum areas, unit heads, counselors, and a few assistant principals. Questionnaires were sent via school mail to a total of 524 elementary school staff sample members. Of these, 336 (64 percent) returned completed questionnaires.

The 38 sample elementary schools represented seven types of schools with respect to desegregation status before and after January 1976 pupil reassignments. (The classification of schools by type is explained above in the Introduction.) The distribution of the sample was as follows:

Type of School	Number of Schools	Numbers of Staff Members		
		Black	White	Total
White-Deseg	9	37	64	101
Black-Deseg	3	13	17	30
Deseg-Deseg	4	7	24	31
Deseg-Black	4	13	22	35
White-Black	8	21	49	70
Black-Black (< 80% Black Students)	4	17	11	28
Black-Black (> 80% Black Students)	6	25	16	41
Totals	38	133	203	336

Analysis of Response Data

All participating staff members' responses and certain identification data (not including names) were keypunched on cards. Computer analyses were run to obtain distributions of responses to each question broken down by type of school and by student's race. To facilitate comparisons among the different sample subgroups, chi square tests were run for all questions to test for statistical significance of differences between black and white staff responses and among the different types of schools.

Major Findings

This report does not discuss results for all of the staff questionnaire items. Rather, findings are reported for those questions considered most important for a meaningful and useful evaluation of staff attitudes related to desegregation.

The findings are grouped under subheadings indicating the areas of inquiry concerned. Many of the findings statements include comparisons between black and white staff responses and/or comparisons among the types of schools. All such comparisons noted are based on statistically significant differences. The statements of findings describe major findings only for each question.

Complete tabulations of all response distribution data for each question and results of all tests for significance of differences are presented in an appendix to this report. In the appendix the "Types of Schools" are abbreviated as follows:

WD = White - Deseg

BD = Black - Deseg

DD = Deseg - Deseg

DB = Deseg - Black

WB = White - Black

BB (< 80% B) = Black-Black with less than 80 percent black enrollment

BB (> 80% B) = Black-Black with more than 80 percent black enrollment

The major findings are as follows:

Desegregation and Busing

Question 6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

1	2	3	4
Very ineffective	Quite ineffective	Quite effective	Very effective

Almost four of every five (79 percent) of all elementary staff respondents rated busing "Quite ineffective" or "Very ineffective," while 21 percent rated it "Quite effective" or "Very effective" as a means of promoting equal educational opportunity. White staff responded more negatively than black staff as 86 percent of all whites and 69 percent of all blacks answered "Quite. . ." or "Very ineffective." Differences in responses among the types of schools were not significant.

Question 7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit schools?

1	2	3	4
Very ineffective	Quite ineffective	Quite effective	Very effective

About four out of five (79 percent) of all staff judged that desegregation will be "Quite. . ." or "Very ineffective" in improving the quality of education in Detroit schools, while 21 percent responded "Quite. . ." or "Very effective." By race, 67 percent of all black staff and 87 percent of all white staff replied "Quite. . ." or "Very ineffective." Although there were differences in response tendencies among types of schools, in no type of schools did more than 30 percent of the staff reply "Quite. . ." or "Very effective."

Question 8. In general, how well do you think the busing plan has worked in your school this year? (Disregard if no students are bused to your school.)

1	2	3	4	5
Very poorly	Poorly	Fair	Well	Very well

Forty percent of all staff thought the busing plan had worked "Well" or "Very well" at their schools, 32 percent said "Fair," and 27 percent -- "Poorly" or "Very poorly." Differences between black and white staff were not significant, nor were differences among types of schools.

Question 25. What kind of school would you prefer to teach in?

1) All white students
2) Mostly white students
3) Half black students, half white students
4) Mostly black students
5) All black students

"Half black students, half white students" was the preference of 87 percent of all black staff and 74 percent of all white staff respondents. Most of the remaining black staff preferred "Mostly. . ." or "All black students," and nearly all of the remaining white staff preferred "Mostly. . ." or "All white students." Although there were differences among the types of schools, in no type of school did less than 74 percent of the staff prefer "Half black. . ., half white students."

Student Achievement

Question 9. Do you think academic standards in your school this year are generally higher, lower, or the same as compared with a year ago?

1	2	3	4	5
Much lower	Lower	Same	Higher	Much higher

Of all staff, 20 percent thought academic standards were "Higher" or "Much higher," 60 percent responded "Same," and 20 percent replied "Lower" or "Much lower." Black staff were somewhat more likely than white staff to judge that standards were higher. Staff at the Black-Black schools with more than 80 percent black enrollment were more likely to rate standards higher than were staff at any other type of schools.

Question 10. In general, how well do you think the students in your school are achieving this year, as compared with last year?

1	2	3	4	5
Much worse	Worse	Same	Better	Much better

Of all staff respondents, 28 percent thought students were achieving "Better" or "Much better" than the previous year, 57 percent said "Same," and 16 percent said "Worse" or "Much worse." Black staff were more likely than white staff to judge that achievement had improved. Nevertheless, the percentage of white staff rating achievement better was almost identical to the percent rating it worse. Staff at the Black-Black schools with more than 80 percent black enrollment were more likely to judge that achievement had improved than were staff at any other type of schools.

Student Racial Relations

Question 14. How would you rate interracial relations among students at your school this year?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Of all respondents, 14 percent rated interracial relations "Very good," 44 percent said "Good," 38 percent -- "Fair," and five percent -- "Poor." Differences between black and white staff and among types of schools were not significant.

Question 15. How well are students of different races getting along at your school this year compared with last year?

1	2	3	4	5
Much worse	A little worse	About the same	A little better	Much better

About two thirds (64 percent) of all staff answered "About the same," 31 percent replied "A little better" or "Much better," and five percent said "A little worse." Black staff were more likely than white staff to indicate that racial relations had improved, while white staff were more likely to rate them "About the same" as the previous year. Differences among types of schools were not significant.

Question 13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

1	2	3	4	5
Much worse	A little worse	About the same	A little better	Much better

Of all elementary staff respondents one percent responded "Much better," 24 percent -- "A little better," 72 percent -- "About the same" and four percent -- "A little worse." Black staff were a little more likely than white staff to predict better racial relations for the next year, while white staff were more likely to respond "About the same " Differences among types of schools were not significant and in no type of schools did more than six percent of staff predict worse racial relations.

Question 33. Do you feel that there are very tense relationships between black and white students at your school?

1) Yes 2) No

Ninety-one percent of all staff replied "No" to this question. Differences between black and white staff were minimal, and differences among types of schools were not significant.

Staff-Student Relations

Question 12. How would you describe the treatment of black and white students at your school during this school year, in general?

1) Black students are treated better than white students.
2) White students are treated better than black students.
3) Black and white students are treated equally.

"Black and white students are treated equally," was the response of 86 percent of all black staff and 96 percent of all white staff. Twelve percent of the black staff said "White students are treated better. . .," while three percent of the white staff said "Black students are treated better. . ." Differences among types of schools were not significant.

Question 19. How do you feel about the ability of teachers to work with students of all races at your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Nine out of ten (91 percent) of all elementary staff indicated that they felt "Quite satisfied" or "Very satisfied" with teachers' ability to work with students of all races. Differences between black and white staff were not significant, nor were differences among types of schools.

Staff Relations

Question 30. Do you feel that teachers of different races at your school are learning to work well together since desegregation?

1) Yes 2) No

Almost four out of five (79 percent) of all staff responded "Yes." Differences between black and white staff and among types of schools were not significant.

Discipline

Question 17. How do you feel about the behavior of students in your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Of all staff, nine percent responded "Very satisfied," 43 percent -- "Quite satisfied," 37 percent -- "Quite dissatisfied," and 11 percent -- "Very dissatisfied." Differences between black and white staff were not significant, nor were differences among types of schools.

Question 15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

1	2	3	4	5
Greatly increased	Increased	Remained the same	Decreased	Greatly decreased

Of all staff respondents, 25 percent indicated that discipline problems had "Decreased" or "Greatly decreased," 43 percent replied "About the same," and 31 percent said "Increased" or "Greatly increased." Black and white staff responses were not significantly different. Comparisons among the types of schools reveal that the greatest tendencies to report an increase in discipline problems occurred in the Deseg-Black and White-Black schools.

Question 29. At your school is there a greater amount of fighting than before desegregation?

1) Yes 2) No

Of all black staff 83 percent said "No" and 17 percent "Yes." Of all white staff 50 percent said "No" and 50 percent "Yes." Both white and black staff at the White-Black schools had higher percentages of "Yes" (more fighting) responses than staff of their respective races at any other type of schools. Staff at the Black-Black schools with more than 80 percent black enrollment were less likely to report increased fighting than staff at any other type of schools.

Question 18. How do you feel about the discipline policy of your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Twenty-two percent of all staff replied "Very satisfied," 48 percent -- "Quite satisfied," 21 percent -- "Quite dissatisfied," and nine percent -- "Very dissatisfied." Differences between black and white staff and among types of schools were not significant.

Counseling and Guidance

Question 23. How do you feel about the adequacy of counseling and guidance service to students at your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

About half of all staff (51 percent) reported feeling "Quite. . ." or "Very satisfied" with their school's guidance and counseling services, while 49 percent indicated feeling "Quite. . ." or "Very dissatisfied." Black and white staff responses differed very little. Among the types of schools, dissatisfaction was most likely at the Deseg-Black schools (88 percent). Satisfaction was most prevalent at the Black-Black schools with over 80 percent black enrollment (where 79 percent of the staff said "Quite. . ." or "Very satisfied").

Co-curricular Activities

Question 22. How do you feel about the amount of opportunity for student participation in co-curricular activities at your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Three out of four (75 percent) of all staff reported feeling "Quite satisfied" or "Very satisfied" with opportunities for student participation in co-curricular activities. Differences between black and white staff and among types of schools were not significant.

Multi-ethnic Textbooks

Question 28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

1	2	3	4	5
Very poor	Poor	Fair	Good	Excellent

Of all staff, 45 percent responded "Good" or "Excellent," 43 percent replied "Fair," and 12 percent -- "Poor" or "Very poor." Black staff were a little more likely than white staff to say "Poor" or "Very poor." Differences among the types of schools were not significant.

Staff Morale

Question 20. How do you feel about staff morale at your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Of all staff, 26 percent replied "Very satisfied," 43 percent -- "Quite satisfied," 23 percent -- "Quite dissatisfied," and eight percent -- "Very dissatisfied." Black and white staff responses differed very little. Staff at the Deseg-Deseg schools were more likely to indicate satisfaction with staff morale (90 percent said "Quite. . ." or "Very satisfied") than were staff at any other type of schools. Staff at the White-Black schools were most likely to report dissatisfaction (47 percent said "Quite. . ." or "Very dissatisfied").

Question 24. In general, how would you describe your own experience at this school?

1	2	3	4	5
Very bad	Bad	So-so	Good	Very good

Four out of five (81 percent) of all staff described their own experience at their school as "Good" or "Very good," 16 percent replied "Fair," and three percent said "Bad" or "Very bad." Black and white staff responses were quite similar and differences among types of school were small.

APPENDIX

In this appendix are presented the complete distributions of responses to all staff questionnaire items for which major findings have been reported, and results of all tests for significance of differences among subgroups of respondents.

6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

Type of School	Race	Percents of Responses: Very ineffective	Quite ineffective	Quite effective	Very effective	Total No. of Resps.	Signif.[1]
WD	B	24	35	41	0	(37)	
	W	28	56	16	0	(64)	*
	Total	27	49	25	0	(101)	
BD	B	31	39	31	0	(13)	
	W	35	35	24	6	(17)	NS
	Total	33	37	27	3	(30)	
DD	B	29	29	43	0	(7)	
	W	36	59	5	0	(22)	*
	Total	35	52	14	0	(29)	
DB	B	33	58	8	0	(12)	
	W	36	46	18	0	(22)	NS
	Total	35	50	15	0	(34)	
WB	B	38	38	19	5	(21)	
	W	46	44	10	0	(48)	NS
	Total	44	42	13	1	(69)	
BB (<80%B)	B	29	41	29	0	(17)	
	W	46	55	0	0	(11)	NS
	Total	36	46	18	0	(28)	
BB (>80%B)	B	25	42	33	0	(24)	
	W	44	38	19	0	(16)	NS
	Total	33	40	28	0	(40)	
TOTALS	B	29	40	31	1	(131)	
	W	37	49	14	1	(200)	**
	Total	34	45	20	1	(331)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit schools?

Type of School	Race	Percents of Responses: Very ineffective	Quite ineffective	Quite effective	Very effective	Total No. of Resps.	Signif.[1]
WD	B	22	36	39	3	(36)	
	W	30	56	14	0	(64)	*
	Total	27	49	23	1	(100)	
BD	B	54	15	15	15	(13)	
	W	41	29	24	6	(17)	NS
	Total	47	23	20	10	(30)	
DD	B	29	29	43	0	(7)	
	W	36	59	5	0	(22)	*
	Total	35	52	14	0	(29)	
DB	B	15	85	0	0	(13)	
	W	43	43	14	0	(21)	*
	Total	32	59	9	0	(34)	
WB	B	43	33	19	5	(21)	
	W	53	38	9	0	(47)	NS
	Total	50	37	12	2	(68)	
BB (<80%B)	B	35	35	24	6	(17)	
	W	64	36	0	0	(11)	NS
	Total	46	36	14	4	(28)	
BB (>80%B)	B	20	32	36	12	(25)	
	W	29	53	18	0	(17)	NS
	Total	24	41	29	7	(42)	
TOTALS	B	30	37	27	6	(132)	
	W	40	47	12	1	(199)	**
	Total	36	43	18	3	(331)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

8. In general, how well do you think the busing plan has worked in your school this year? (Disregard if no students are bused to your school.)

Type of School	Race	Percent of Responses: Very poorly	Poorly	Fair	Well	Very Well	Total No. of Resps.	Signif.[1]
WD	B	0	10	33	43	13	(30)	
	W	3	18	38	31	10	(61)	NS
	Total	2	15	36	35	11	(91)	
BD	B	0	11	33	44	11	(9)	
	W	8	25	17	17	33	(12)	NS
	Total	5	19	24	29	24	(21)	
DD	B	0	0	40	40	20	(5)	
	W	6	44	22	22	6	(18)	NS
	Total	4	35	26	26	9	(23)	
DB	B	10	0	50	30	10	(10)	
	W	12	0	29	35	24	(17)	NS
	Total	11	0	37	33	19	(27)	
WB	B	16	21	32	26	5	(19)	
	W	11	33	26	22	9	(46)	NS
	Total	12	29	28	23	8	(65)	
BB (≤80%B)	B	12	24	24	35	6	(17)	
	W	9	27	46	9	9	(11)	NS
	Total	11	25	32	25	7	(28)	
BB (>80%B)	B							
	W							
	Total							
TOTALS	B	7	13	33	37	10	(90)	
	W	7	24	31	25	12	(165)	NS
	Total	7	20	32	29	11	(255)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

9. Do you think academic standards in your school this year are generally higher, lower, or the same as compared with a year ago?

Type of School	Race	Percents of Responses: Much lower	Lower	Same	Higher	Much higher	Total No. of Resps.	Signif.[1]
WD	B	0	8	69	19	3	(36)	
	W	2	17	66	16	0	(64)	NS
	Total	1	14	67	17	1	(100)	
BD	B	0	15	69	15	0	(13)	
	W	0	0	88	13	0	(15)	NS
	Total	0	7	79	14	0	(28)	
DD	B	0	0	57	29	14	(7)	
	W	0	17	65	17	0	(23)	NS
	Total	0	13	63	20	3	(30)	
DB	B	0	25	58	17	0	(12)	
	W	11	21	47	21	0	(19)	NS
	Total	7	23	52	19	0	(31)	
WB	B	5	5	63	21	5	(19)	
	W	19	36	38	6	0	(47)	**
	Total	15	27	46	11	2	(66)	
BB (<80%B)	B	0	25	44	31	0	(16)	
	W	0	9	82	9	0	(11)	NS
	Total	0	19	59	22	0	(27)	
BB (>80%B)	B	0	0	52	48	0	(23)	
	W	6	0	63	31	0	(16)	NS
	Total	3	0	56	41	0	(39)	
TOTALS	B	1	10	60	26	2	(126)	
	W	7	19	60	15	0	(195)	**
	Total	4	16	60	19	1	(321)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

10. In general, how well do you think the students in your school are achieving academically this year, as compared with last year?

Type of School	Race	Percents of Responses: Much worse	Worse	Same	Better	Much better	Total No. of Resps.	Signif.[1]
WD	B	0	14	44	42	0	(36)	
	W	0	13	65	21	2	(63)	NS
	Total	0	13	58	28	1	(99)	
BD	B	0	0	85	15	0	(13)	
	W	0	14	57	29	0	(14)	NS
	Total	0	7	70	22	0	(27)	
DD	B	0	0	57	14	29	(7)	
	W	0	23	55	23	0	(22)	*
	Total	0	17	55	21	7	(29)	
DB	B	0	8	50	42	0	(12)	
	W	5	32	42	21	0	(19)	NS
	Total	3	23	45	29	0	(31)	
WB	B	0	5	68	21	5	(19)	
	W	9	30	49	13	0	(47)	NS
	Total	6	23	55	15	2	(66)	
BB (≤80%B)	B	0	6	56	25	13	(16)	
	W	0	0	82	18	0	(11)	NS
	Total	0	4	67	22	7	(27)	
BB (>80%B)	B	0	0	46	54	0	(24)	
	W	7	7	60	27	0	(15)	NS
	Total	3	3	51	44	0	(39)	
TOTALS	B	0	6	55	35	4	(127)	
	W	3	19	58	20	1	(191)	**
	Total	2	14	57	26	2	(318)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

11. How well are students of different races getting along at your school <u>this year</u> compared with last year?

Type of School	Race	Percents of Responses: Much worse	A little worse	About the same	A little better	Much better	Total No. of Resps.	Signif.[1]
WD	B	0	8	49	22	22	(37)	
	W	0	3	70	20	6	(64)	NS
	Total	0	5	62	21	12	(101)	
BD	B	0	0	62	31	8	(13)	
	W	0	7	57	14	21	(14)	NS
	Total	0	4	59	22	15	(27)	
DD	B	0	0	50	33	17	(6)	
	W	5	0	86	9	0	(22)	NS
	Total	4	0	79	14	4	(28)	
DB	B	0	8	46	23	23	(13)	
	W	0	5	68	26	0	(19)	NS
	Total	0	6	59	25	9	(32)	
WB	B	0	0	72	11	17	(18)	
	W	0	9	68	13	11	(47)	NS
	Total	0	6	69	12	12	(65)	
BB (<80%B)	B	0	6	25	44	25	(16)	
	W	0	0	91	0	9	(11)	**
	Total	0	4	52	26	19	(27)	
BB (>80%B)	B							
	W							
	Total							
TOTALS	B	0	5	51	25	19	(103)	
	W	1	5	72	16	7	(177)	**
	Total	0	5	64	19	12	(280)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

12. How would you describe the treatment of black and white students at your school during this school year, in general?

Type of School	Race	Percents of Responses: Black students are treated better than white students	White students are treated better than black students	Black and white students are treated equally	Total No. of Resps.	Signif.[1]
WD	B	0	19	81	(36)	
	W	2	0	99	(65)	**
	Total	1	7	92	(101)	
BD	B	0	0	100	(12)	
	W	0	0	100	(17)	NS
	Total	0	0	100	(29)	
DD	B	0	0	100	(7)	
	W	4	0	96	(24)	S
	Total	3	0	97	(31)	
DB	B	8	0	92	(13)	
	W	5	5	91	(22)	NS
	Total	6	3	91	(35)	
WB	B	6	17	78	(18)	
	W	4	0	96	(48)	*
	Total	5	5	91	(66)	
BB (<80%B)	B	0	13	88	(16)	
	W	9	0	91	(11)	NS
	Total	4	7	89	(27)	
BB (>80%B)	B					
	W					
	Total					
TOTALS	B	2	12	86	(102)	
	W	3	1	96	(187)	**
	Total	3	5	93	(289)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

Type of School	Race	Percents of Responses: Much worse	A little worse	About the same	A little better	Much better	Total No. of Resps.	Signif.[1]
WD	B	0	5	68	24	3	(37)	
	W	0	5	80	16	0	(64)	NS
	Total	0	5	75	19	1	(101)	
BD	B	0	0	69	31	0	(13)	
	W	0	6	77	18	0	(17)	NS
	Total	0	3	73	23	0	(30)	
DD	B	0	0	57	43	0	(7)	
	W	0	0	82	18	0	(22)	NS
	Total	0	0	76	24	0	(29)	
DB	B	0	0	77	23	0	(13)	
	W	0	9	64	23	5	(22)	NS
	Total	0	6	69	23	3	(35)	
WB	B	0	0	71	29	0	(21)	
	W	0	8	75	17	0	(48)	NS
	Total	0	6	74	20	0	(69)	
BB (<80%B)	B	0	0	65	35	0	(17)	
	W	0	0	82	18	0	(11)	NS
	Total	0	0	71	29	0	(28)	
BB (>80%B)	B	0	0	52	48	0	(25)	
	W	0	0	67	33	0	(15)	NS
	Total	0	0	58	43	0	(40	
TOTALS	B	0	2	65	32	1	(133)	
	W	0	5	76	19	1	(199)	*
	Total	0	4	72	24	1	(332)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

14. How would you rate interracial relations among students at your school this year?

Type of School	Race	Percents of Responses: Very poor	Poor	Fair	Good	Very Good	Total No. of Resps.	Signif.[1]
WD	B	0	5	43	41	11	(37)	
	W	0	6	35	43	15	(65)	NS
	Total	0	6	38	42	14	(102)	
BD	B	0	0	42	33	25	(12)	
	W	0	6	13	56	25	(16)	NS
	Total	0	4	25	46	25	(28)	
DD	B	0	0	14	57	29	(7)	
	W	0	9	35	48	9	(23)	NS
	Total	0	7	30	50	13	(30)	
DB	B	0	8	31	62	0	(13)	
	W	0	0	32	59	9	(22)	NS
	Total	0	3	31	60	6	(35)	
WB	B	0	0	56	17	28	(18)	
	W	0	6	49	37	8	(49)	NS
	Total	0	5	51	31	13	(67)	
BB (<80%B)	B	0	0	29	53	18	(17)	
	W	0	9	36	46	9	(11)	NS
	Total	0	4	32	50	14	(28)	
BB (>80%B)	B							
	W							
	Total							
TOTALS	B	0	3	39	41	16	(104)	
	W	0	6	37	45	12	(186)	NS
	Total	0	5	38	44	14	(290)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

Type of School	Race	Percents of Responses: Greatly increased	Increased	Remained the same	Decreased	Greatly decreased	Total No. of Resps.	Signif.[1]
WD	B	5	22	46	27	0	(37)	
	W	0	19	47	29	5	(62)	NS
	Total	2	20	47	28	3	(99)	
BD	B	15	23	46	15	0	(13)	
	W	7	14	79	0	0	(14)	NS
	Total	11	19	63	7	0	(27)	
DD	B	0	14	29	57	0	(7)	
	W	0	41	50	9	0	(22)	*
	Total	0	35	45	21	0	(29)	
DB	B	0	46	8	46	0	(13)	
	W	5	42	26	26	0	(19)	NS
	Total	3	44	19	34	0	(32)	
WB	B	6	22	44	22	6	(18)	
	W	15	40	30	13	2	(47)	NS
	Total	12	35	34	15	3	(65)	
BB (≤80%B)	B	0	13	44	38	6	(16)	
	W	0	27	64	9	0	(11)	NS
	Total	0	19	52	26	4	(27)	
BB (>80%B)	B	0	21	46	33	0	(24)	
	W	7	13	60	13	7	(15)	NS
	Total	3	18	51	26	3	(39)	
TOTALS	B	4	23	41	31	2	(128)	
	W	5	29	45	18	3	(190)	NS
	Total	5	26	43	23	2	(318)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

17. Behavior of students in the school?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	8	38	46	8	(37)	
	W	6	33	47	14	(64)	NS
	Total	7	35	47	12	(101)	
BD	B	15	31	54	0	(13)	
	W	6	29	41	24	(17)	NS
	Total	10	30	47	13	(30)	
DD	B	0	43	29	29	(7)	
	W	4	50	46	0	(24)	NS
	Total	3	48	42	7	(31)	
DB	B	23	23	54	0	(13)	
	W	10	62	24	5	(21)	NS
	Total	15	47	35	3	(34)	
WB	B	10	35	50	5	(20)	
	W	27	41	31	2	(49)	NS
	Total	22	39	36	3	(69)	
BB (<80%B)	B	12	29	41	18	(17)	
	W	18	36	46	0	(11)	NS
	Total	14	32	43	11	(28)	
BB (>80%B)	B	4	32	44	20	(25)	
	W	7	27	60	7	(15)	NS
	Total	5	30	50	15	(40)	
TOTALS	B	10	33	46	11	(132)	
	W	12	39	41	8	(201)	NS
	Total	11	37	43	9	(333)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

18. Discipline policy of the school?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	14	24	41	22	(37)	
	W	2	21	49	29	(63)	NS
	Total	6	22	46	26	(100)	
BD	B	23	15	62	0	(13)	
	W	12	29	35	24	(17)	NS
	Total	17	23	47	13	(30)	
DD	B	0	29	57	14	(7)	
	W	4	8	79	8	(24)	NS
	Total	3	13	74	10	(31)	
DB	B	15	15	62	8	(13)	
	W	5	29	33	33	(21)	NS
	Total	9	24	44	24	(34)	
WB	B	15	40	35	10	(20)	
	W	13	15	50	23	(48)	NS
	Total	13	22	46	19	(68)	
BB (≤80%B)	B	6	24	35	35	(17)	
	W	18	27	46	9	(11)	NS
	Total	11	25	39	25	(28)	
BB (>80%B)	B	4	16	40	40	(25)	
	W	6	25	50	19	(16)	NS
	Total	5	20	44	32	(41)	
TOTALS	B	11	24	44	21	(132)	
	W	7	20	50	23	(200)	NS
	Total	9	21	48	22	(332)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

19. Ability of teachers to work with students of all races?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	8	8	56	28	(36)	
	W	2	3	55	40	(65)	NS
	Total	4	5	55	36	(101)	
BD	B	0	0	46	54	(13)	
	W	0	0	41	59	(17)	NS
	Total	0	0	43	57	(30)	
DD	B	0	0	71	29	(7)	
	W	0	8	54	38	(24)	NS
	Total	0	7	58	36	(31)	
DB	B	0	17	75	8	(12)	
	W	5	10	38	48	(21)	NS
	Total	3	12	52	33	(33)	
WB	B	6	18	41	35	(17)	
	W	0	4	55	40	(47)	NS
	Total	2	8	52	39	(64)	
BB (<80%B)	B	6	6	35	53	(17)	
	W	9	0	55	36	(11)	NS
	Total	7	4	43	46	(28)	
BB (>80%B)	B						
	W						
	Total						
TOTALS	B	5	9	52	34	(102)	
	W	2	4	52	42	(185)	NS
	Total	3	6	52	39	(287)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

20. Staff morale?

Type of School	Race	Percents of Responses: Very dissat-isfied	Quite dissat-isfied	Quite satis-fied	Very satis fied	Total No. of Resps.	Signif.[1]
WD	B	14	22	46	19	(37)	
	W	5	22	45	29	(65)	NS
	Total	8	22	45	26	(102)	
BD	B	0	8	46	46	(13)	
	W	0	38	25	38	(16)	NS
	Total	0	24	35	41	(29)	
DD	B	0	0	71	29	(7)	
	W	5	9	68	18	(22)	NS
	Total	3	7	69	21	(29)	
DB	B	8	23	54	15	(13)	
	W	20	20	35	25	(20)	NS
	Total	15	21	42	21	(33)	
WB	B	11	33	39	17	(18)	
	W	13	36	38	13	(47)	NS
	Total	12	35	39	14	(65)	
BB (≤80%B)	B	0	38	19	44	(16)	
	W	27	18	18	36	(11)	NS
	Total	11	30	19	41	(27)	
BB (>80%B)	B	0	16	44	40	(25)	
	W	6	13	56	25	(16)	NS
	Total	2	15	49	34	(41)	
TOTALS	B	6	22	43	29	(129)	
	W	9	24	43	24	(197)	NS
	Total	8	23	43	26	(326)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

21. Application of the Student Code of Conduct?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	11	31	36	22	(36)	
	W	6	14	43	37	(63)	NS
	Total	8	20	40	31	(99)	
BD	B	23	23	46	8	(13)	
	W	12	29	41	18	(17)	NS
	Total	17	27	43	13	(30)	
DD	B	0	0	86	14	(7)	
	W	4	8	71	17	(24)	NS
	Total	3	7	74	16	(31)	
DB	B	0	39	46	15	(13)	
	W	10	19	48	24	(21)	NS
	Total	6	27	47	21	(34)	
WB	B	16	37	26	21	(19)	
	W	11	28	43	19	(47)	NS
	Total	12	30	38	20	(66)	
BB (<80%B)	B	6	24	47	24	(17)	
	W	27	18	55	0	(11)	NS
	Total	14	21	50	14	(28)	
BB (>80%B)	B	0	16	44	40	(25)	
	W	13	25	25	38	(16)	NS
	Total	5	20	37	39	(41)	
TOTALS	B	9	26	42	23	(130)	
	W	10	20	46	25	(199)	NS
	Total	9	22	44	24	(329)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

(16-23) How do you feel about your school with respect to the following:

22. Amount of opportunity for student participation in co-curricular activities?

Type of School	Race	Percents of Responses: Very dissat-isfied	Quite dissat-isfied	Quite satis-fied	Very satis-fied	No. of Resps.	Signif.[1]
WD	B	14	26	49	11	(35)	
	W	2	19	63	17	(59)	NS
	Total	6	21	57	15	(94)	
BD	B	0	23	69	8	(13)	
	W	13	13	47	27	(15)	NS
	Total	7	18	57	18	(28)	
DD	B	0	0	71	29	(7)	
	W	6	22	44	28	(18)	NS
	Total	4	16	52	28	(25)	
DB	B	15	31	46	8	(13)	
	W	10	25	50	15	(20)	NS
	Total	12	27	49	12	(33)	
WB	B	13	38	44	6	(16)	
	W	4	16	60	20	(45)	NS
	Total	7	21	56	16	(61)	
BB (<80%B)	B	6	6	59	29	(17)	
	W	9	18	55	18	(11)	NS
	Total	7	11	57	25	(28)	
BB (>80%B)	B	4	12	60	24	(25)	
	W	6	6	50	38	(16)	NS
	Total	5	10	56	29	(41)	
TOTALS	B	9	21	55	16	(126)	
	W	5	17	56	21	(184)	NS
	Total	7	19	56	19	(310)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

23. Adequacy of counseling and guidance service to students?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	14	31	44	11	(36)	
	W	12	34	39	15	(59)	NS
	Total	13	33	41	14	(95)	
BD	B	25	25	50	0	(12)	
	W	38	25	25	13	(16)	NS
	Total	32	25	36	7	(28)	
DD	B	0	14	71	14	(7)	
	W	20	25	50	5	(20)	NS
	Total	15	22	56	7	(27)	
DB	B	39	46	8	8	(13)	
	W	42	47	5	5	(19)	NS
	Total	41	47	6	6	(32)	
WB	B	21	32	32	16	(19)	
	W	28	23	38	11	(47)	NS
	Total	26	26	36	12	(66)	
BB (≤80%B)	B	25	31	31	13	(16)	
	W	36	18	36	9	(11)	NS
	Total	30	26	33	11	(27)	
BB (>80%B)	B	9	9	41	41	(22)	
	W	0	25	50	25	(16)	NS
	Total	5	16	45	34	(38)	
TOTALS	B	18	27	38	16	(125)	
	W	22	29	36	12	(188)	NS
	Total	21	28	37	14	(313)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

24. In general, how would you describe your own experience at this school?

Type of School	Race	Percents of Responses: Very bad	Bad	So-so	Good	Very good	Total No. of Resps.	Signif.[1]
WD	B	3	5	14	43	35	(37)	
	W	0	0	11	36	53	(64)	NS
	Total	1	2	12	39	47	(101)	
BD	B	0	0	8	39	54	(13)	
	W	6	0	6	41	47	(17)	NS
	Total	3	0	7	40	50	(30)	
DD	B	0	0	14	57	29	(7)	
	W	0	4	8	46	42	(24)	NS
	Total	0	3	10	48	39	(31)	
DB	B	0	8	39	23	31	(13)	
	W	0	0	14	43	43	(21)	NS
	Total	0	3	24	35	38	(34)	
WB	B	0	0	32	42	26	(19)	
	W	0	4	26	40	30	(47)	NS
	Total	0	3	27	41	29	(66)	
BB (<80%B)	B	0	0	19	38	44	(16)	
	W	9	9	18	27	36	(11)	NS
	Total	4	4	19	33	41	(27)	
BB (>80%B)	B	0	0	12	36	52	(25)	
	W	6	0	6	38	50	(16)	NS
	Total	2	0	10	37	51	(41)	
TOTALS	B	1	2	19	39	39	(130)	
	W	2	2	14	39	44	(200)	NS
	Total	1	2	16	39	42	(330)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

25. What kind of school would you prefer to teach in?

Type of School	Race	Percents of Responses: All white students	Mostly white students	Half black students, half white students	Mostly black students	All black students	Total No. of Resps.	Signif.[1]
WD	B	0	6	85	6	3	(34)	
	W	7	19	74	0	0	(54)	*
	Total	5	14	78	2	1	(88)	
BD	B	0	0	100	0	0	(11)	
	W	0	7	87	7	0	(15)	NS
	Total	0	4	92	4	0	(26)	
DD	B	0	0	100	0	0	(7)	
	W	0	33	67	0	0	(15)	NS
	Total	0	23	77	0	0	(22)	
DB	B	0	8	75	17	0	(12)	
	W	6	6	88	0	0	(16)	NS
	Total	4	7	82	7	0	(28)	
WB	B	0	0	94	6	0	(16)	
	W	8	27	65	0	0	(37)	*
	Total	6	19	74	2	0	(53)	
BB (<80%B)	B	0	0	93	7	0	(14)	
	W	13	13	75	0	0	(8)	NS
	Total	5	5	86	5	0	(22)	
BB (>80%B)	B	0	0	75	25	0	(20)	
	W	0	0	77	8	15	(13)	NS
	Total	0	0	76	18	6	(33)	
TOTALS	B	0	3	87	10	1	(114)	
	W	6	18	74	1	1	(158)	**
	Total	3	11	79	5	1	(272)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

Type of School	Race	Percents of Responses: Very poor	Poor	Fair	Good	Excellent	Total No. of Resps.	Signif.[1]
WD	B	8	14	46	24	8	(37)	
	W	2	0	46	39	14	(57)	*
	Total	4	5	46	33	12	(94)	
BD	B	17	0	33	42	8	(12)	
	W	7	7	47	33	7	(15)	NS
	Total	11	4	41	37	7	(27)	
DD	B	0	0	71	29	0	(7)	
	W	0	6	35	53	6	(17)	NS
	Total	0	4	46	46	4	(24)	
DB	B	0	42	17	42	0	(12)	
	W	0	6	22	56	17	(18)	NS
	Total	0	20	20	50	10	(30)	
WB	B	6	18	41	35	0	(17)	
	W	2	5	54	23	16	(43)	NS
	Total	3	8	50	27	12	(60)	
BB (≤80%B)	B	13	0	56	31	0	(16)	
	W	0	9	46	46	0	(11)	NS
	Total	7	4	52	37	0	(27)	
BB (>80%B)	B	4	13	42	29	13	(24)	
	W	7	14	29	50	0	(14)	NS
	Total	5	13	37	37	8	(38)	
TOTALS	B	7	13	43	31	6	(125)	
	W	2	5	43	39	11	(175)	**
	Total	4	8	43	36	9	(300)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

29. There is a greater amount of fighting than before desegregation.

Type of School	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
WD	B	9	91	(35)	
	W	40	60	(65)	**
	Total	29	71	(100)	
BD	B	8	92	(12)	
	W	12	88	(17)	NS
	Total	10	90	(29)	
DD	B	0	100	(7)	
	W	64	36	(22)	*
	Total	48	52	(29)	
DB	B	42	58	(12)	
	W	74	26	(19)	NS
	Total	61	39	(31)	
WB	B	44	56	(18)	
	W	85	15	(48)	**
	Total	74	26	(66)	
BB (<80%B)	B	13	88	(16)	
	W	9	91	(11)	NS
	Total	11	89	(27)	
BB (>80%B)	B	5	95	(20)	
	W	0	100	(12)	NS
	Total	3	97	(32)	
TOTALS	B	17	83	(120)	
	W	51	50	(194)	**
	Total	38	62	(314)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

30. Teachers of different races are learning to work well together.

Type of School	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
WD	B	73	27	(37)	
	W	86	14	(63)	NS
	Total	81	19	(100)	
BD	B	82	18	(11)	
	W	88	13	(16)	NS
	Total	85	15	(27)	
DD	B	100	0	(7)	
	W	86	14	(22)	NS
	Total	90	10	(29)	
DB	B	85	15	(13)	
	W	81	19	(21)	NS
	Total	82	18	(34)	
WB	B	60	40	(20)	
	W	74	26	(46)	NS
	Total	70	30	(66)	
BB (<80%B)	B	81	19	(16)	
	W	55	46	(11)	NS
	Total	70	30	(27)	
BB (>80%B)	B	65	35	(20)	
	W	92	7	(13)	NS
	Total	76	24	(33)	
TOTALS	B	74	26	(124)	
	W	81	19	(192)	NS
	Total	79	22	(316)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

33. There are very tense relationships between black and white students.

Type of School	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
WD	B	14	86	(37)	
	W	6	94	(64)	NS
	Total	9	91	(101)	
BD	B	8	92	(13)	
	W	12	88	(17)	NS
	Total	10	90	(30)	
DD	B	0	100	(7)	
	W	26	74	(23)	NS
	Total	20	80	(30)	
DB	B	0	100	(13)	
	W	0	100	(22)	NS
	Total	0	100	(35)	
WB	B	5	95	(20)	
	W	17	83	(46)	NS
	Total	14	86	(66)	
BB (<80%B)	B	6	94	(17)	
	W	18	82	(11)	NS
	Total	11	89	(28)	
BB (>80%B)	B	0	100	(14)	
	W	0	100	(13)	NS
	Total	0	100	(27)	
TOTALS	B	7	93	(121)	
	W	11	89	(196)	NS
	Total	9	91	(317)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.